

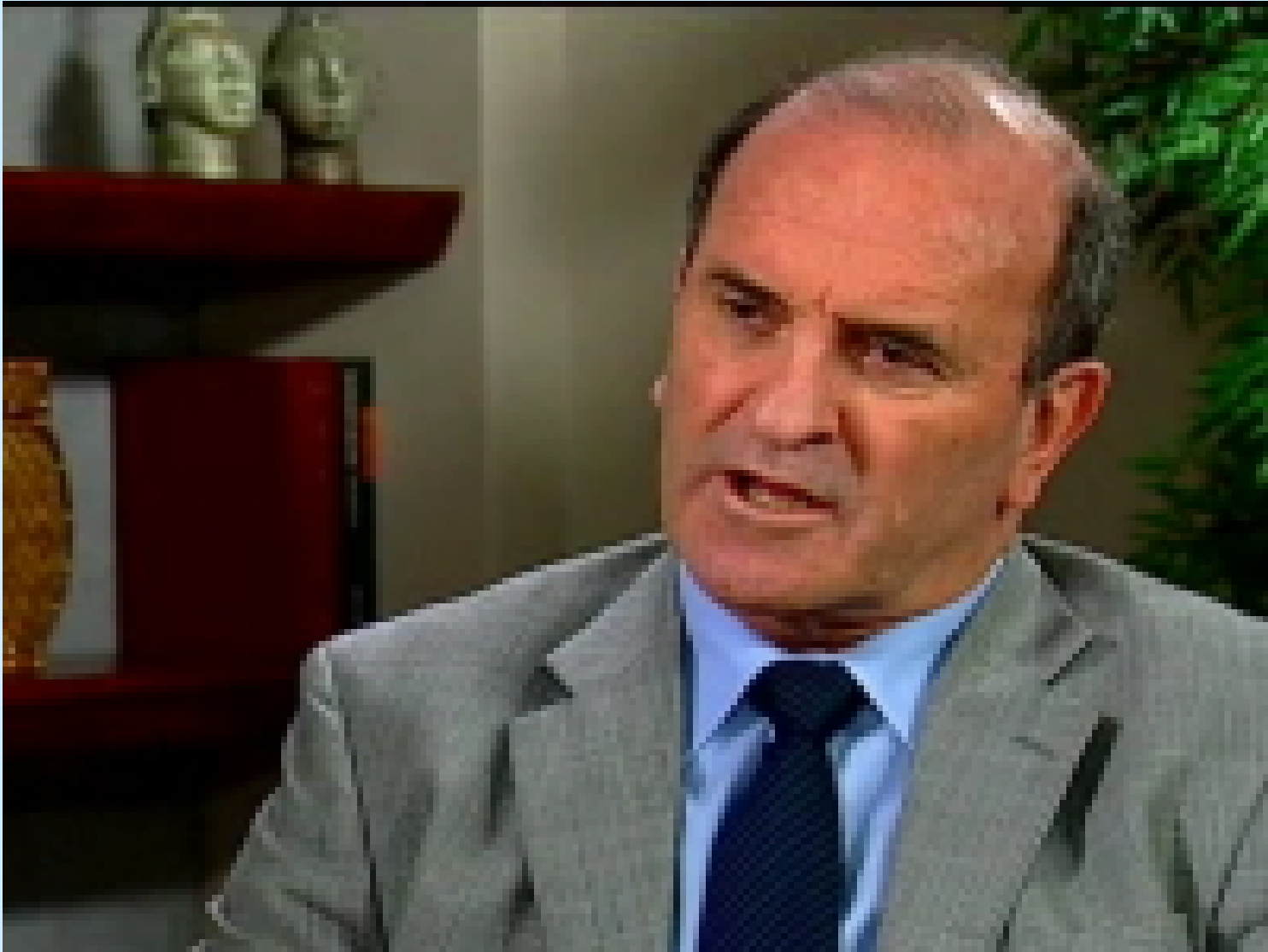


COMMONWEALTH of LEARNING



Milica Uvalić

Stamenka Uvalić-Trumbić



Ron Perkinson

Conference on
Private Universities/Open Universities:
The Future of Education?

Belgrade
4 May 2006

**Widening Access to Quality Higher Education:
the Role of Private Universities and Open and
Distance Learning**

Sir John Daniel
Commonwealth of Learning

“Wide participation

in

higher education

is

important”

4 CHALLENGES

1. Age Participation Rates (APRs)

~50% in richer countries

<10% in poorer countries

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~50% in richer countries

<10% in poorer countries

More young students

+ Life Long Learning (L3)

4 CHALLENGES

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2. Model not scaleable

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3. Narrow: Methods & Subjects

4 CHALLENGES

1. Age Participation Rates (APRs)
2. Model not scaleable
3. Narrow: Methods & Subjects
4. Too insular ('go it alone')

Higher Education in the 21st century

1. Private sector = bigger role

Higher Education in the 21st century

1. Private sector = bigger role
2. Learning for Livelihoods

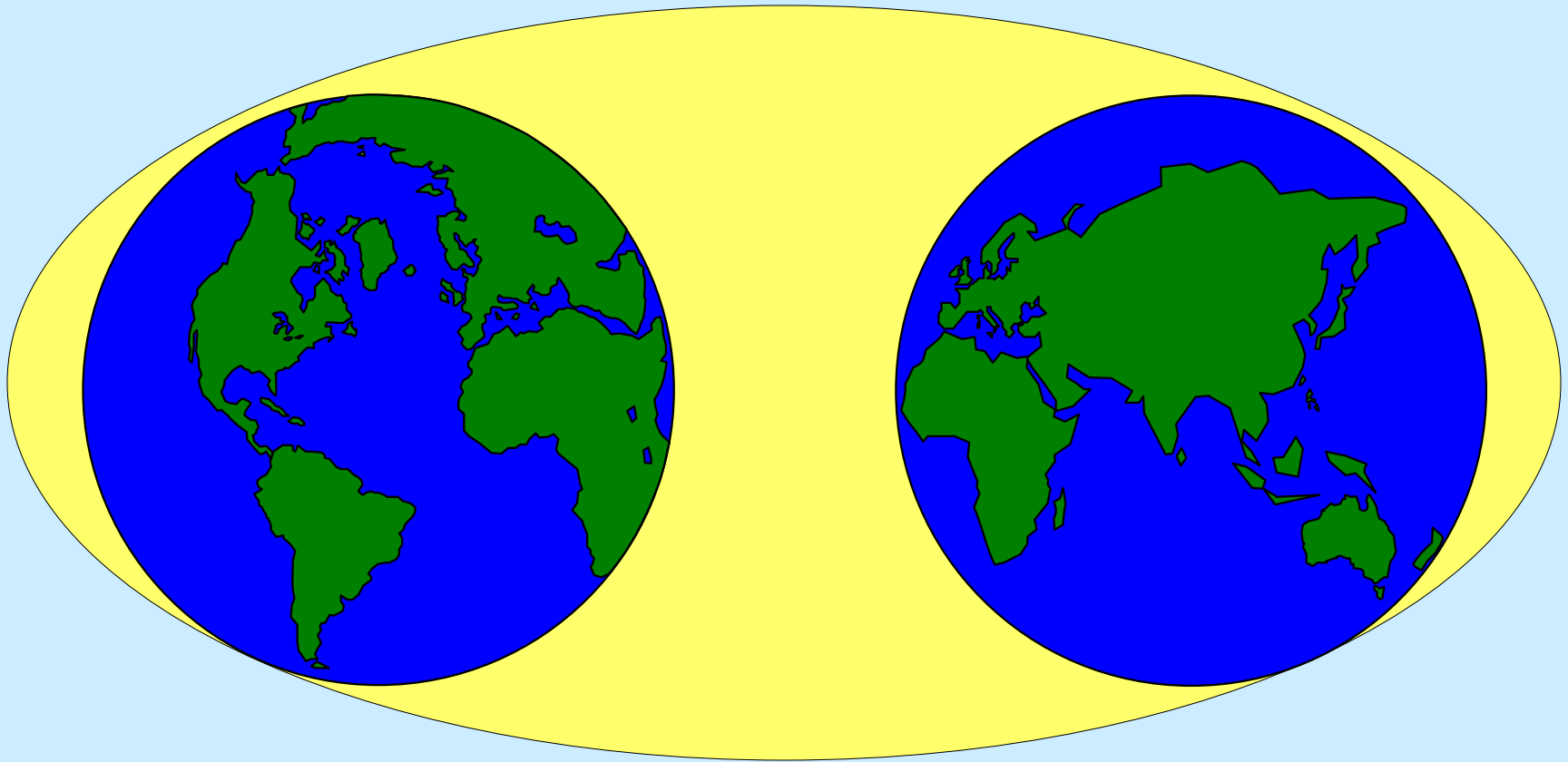
Higher Education in the 21st century

1. Private sector = bigger role
2. Learning for Livelihoods
3. More distance learning

Higher Education in the 21st century

1. Private sector = bigger role
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3. More distance learning
4. More cross-border activity

Can partnerships and collaboration



help countries in transition develop their HE systems?

Higher Education in the 21st century

1. Private sector = bigger role

Higher Education

is a

PRIVATE GOOD

and a

PUBLIC GOOD

practice,

principle, and

pragmatism

all challenge the notion of
higher education as a public
monopoly

practice:

a long history of private
higher education (churches,
foundations, etc.)

principle:

Government should regulate,
not control

pragmatism:

demography and demand

“there is no way that governments can provide, at no cost, all the education that people will need throughout life”

Higher Education in the 21st century

1. Private sector = bigger role

A balance between:

ACCESSIBILITY

QUALITY

RETURN ON INVESTMENT

Higher Education in the 21st century

1. Private sector = bigger role

“FEES are the heart of the issue”

“The socio-economic profile of students in countries that charge fees while also providing scholarships and loans for poorer students is more broadly based than in those that do not charge fees”



Mauritius

“Having a free public sector alongside an expensive private sector does not create an effective higher education system”

“private, for-profit
provision is already
estimated at \$385
billion worldwide”

From a young world
to
adults with livelihoods

From a young world
to
adults with livelihoods

=

A tighter link between
education, training and
livelihoods



“Private institutions,
by following the
market, have tended to
focus naturally on
livelihood-related
programmes”

“linking education
to livelihoods is not
just a matter of
what you teach but
how you teach it”

Higher Education in the 21st century

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MEGA-UNIVERSITY

=

A university that teaches at a
distance and enrolls over
100,000 students

DISTANCE EDUCATION

2 approaches:

- Remote-classroom teaching
- Distance learning

DISTANCE EDUCATION

2 approaches:

- Remote-classroom teaching

PROBLEMS:

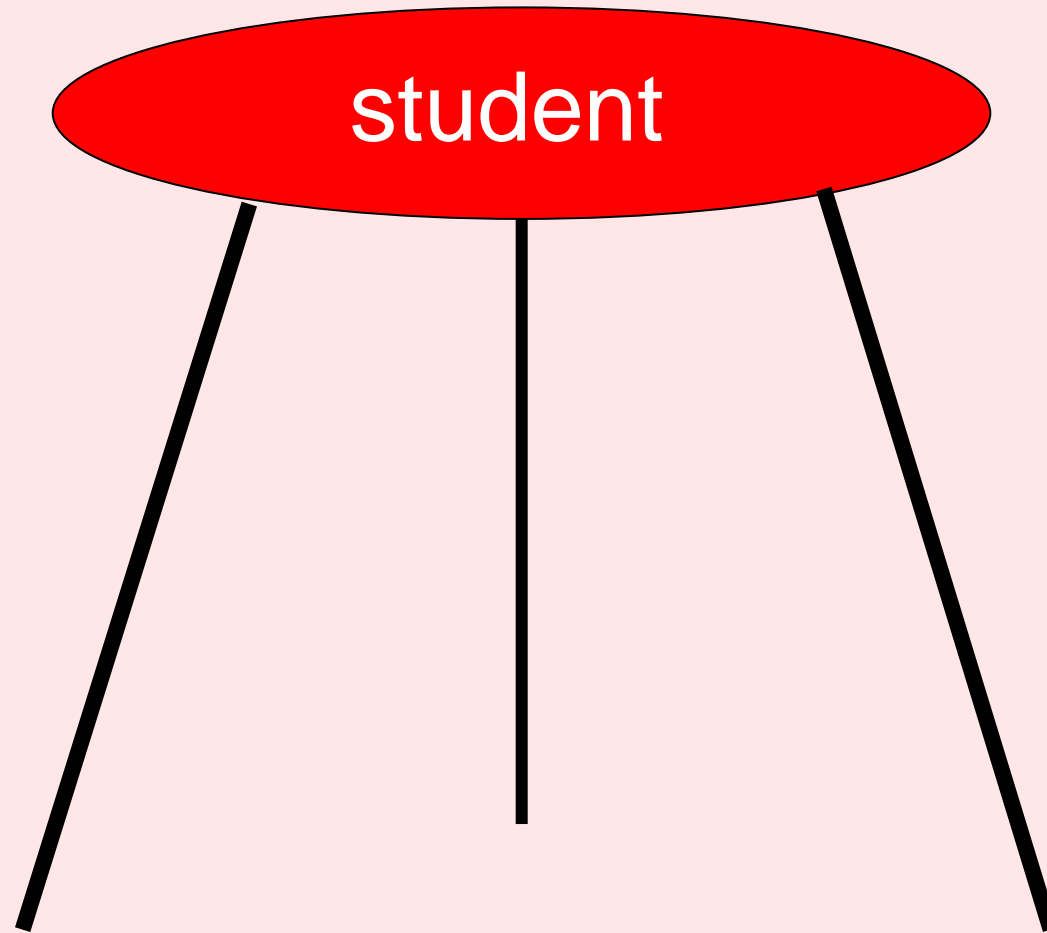
- *expensive*
- *not scaleable*
- *inflexible*

DISTANCE EDUCATION

2 approaches:

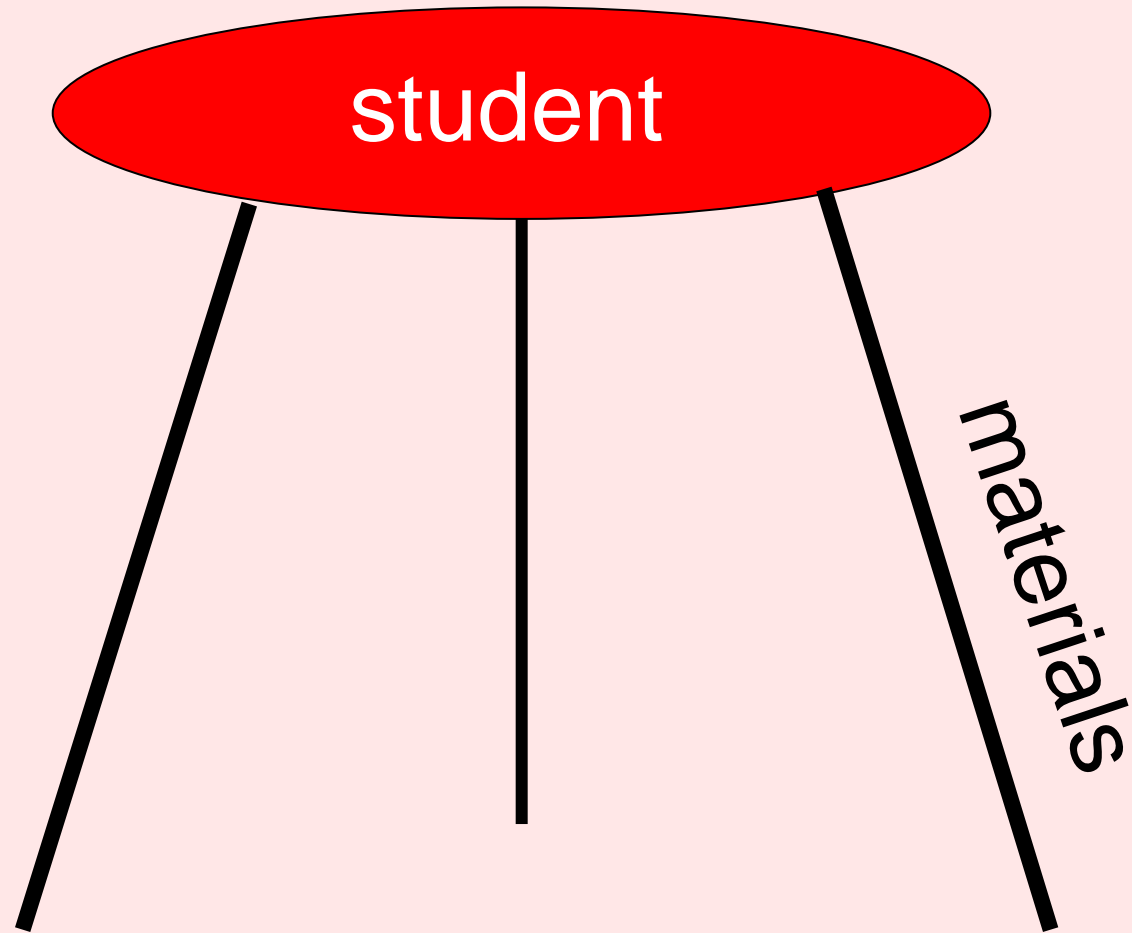
- Remote-classroom teaching
- Distance learning

DISTANCE LEARNING



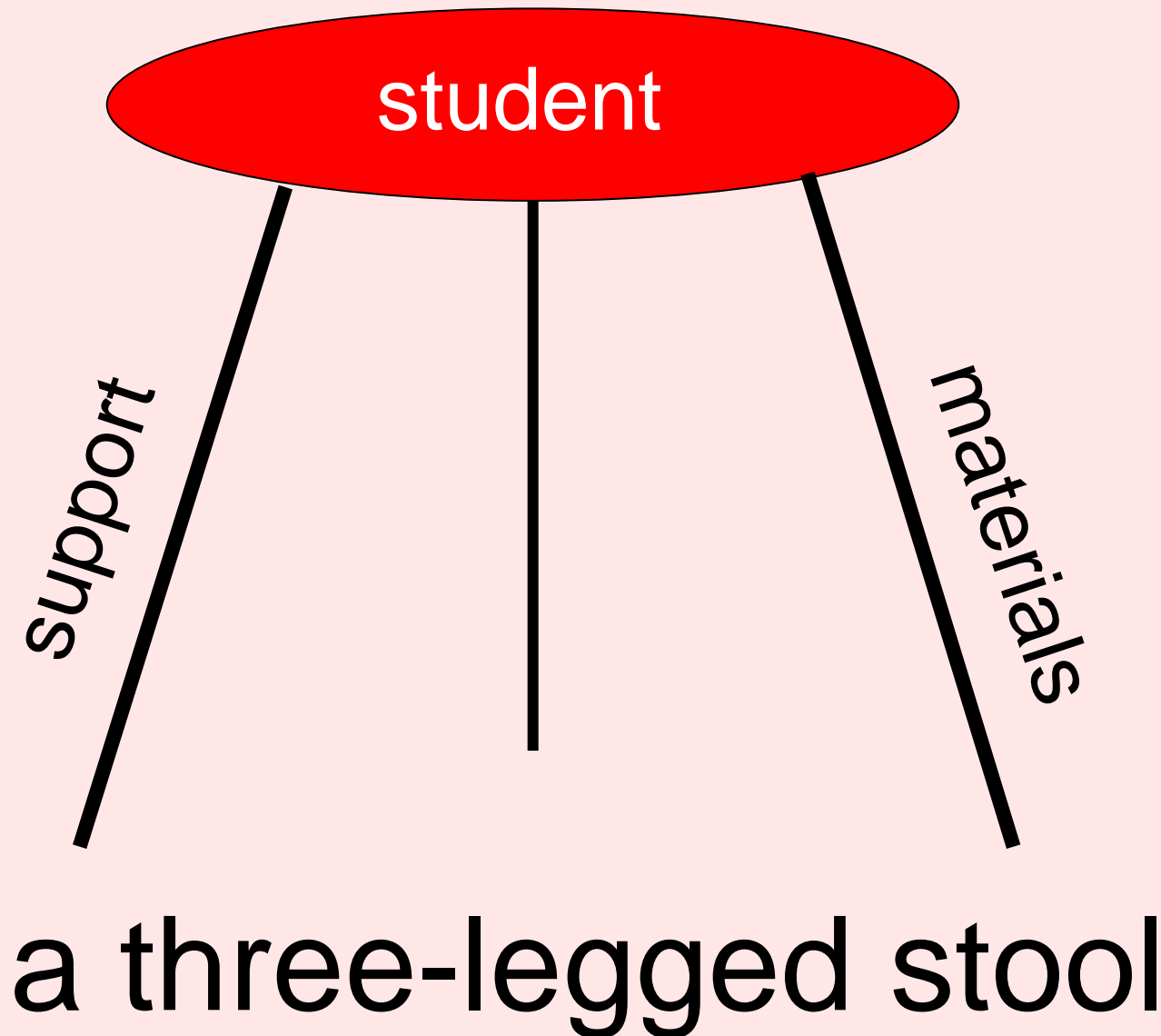
a three-legged stool

DISTANCE LEARNING

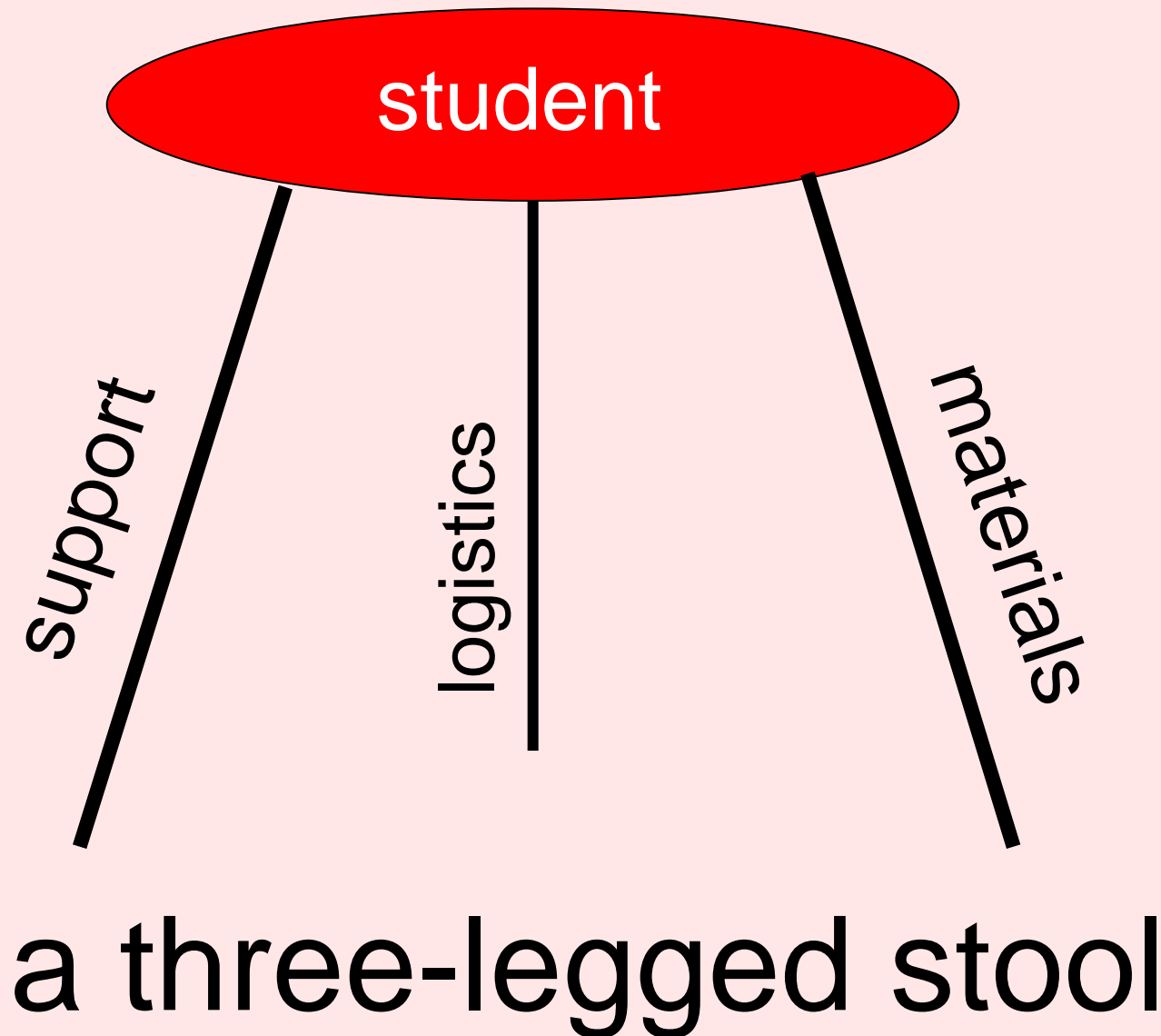


a three-legged stool

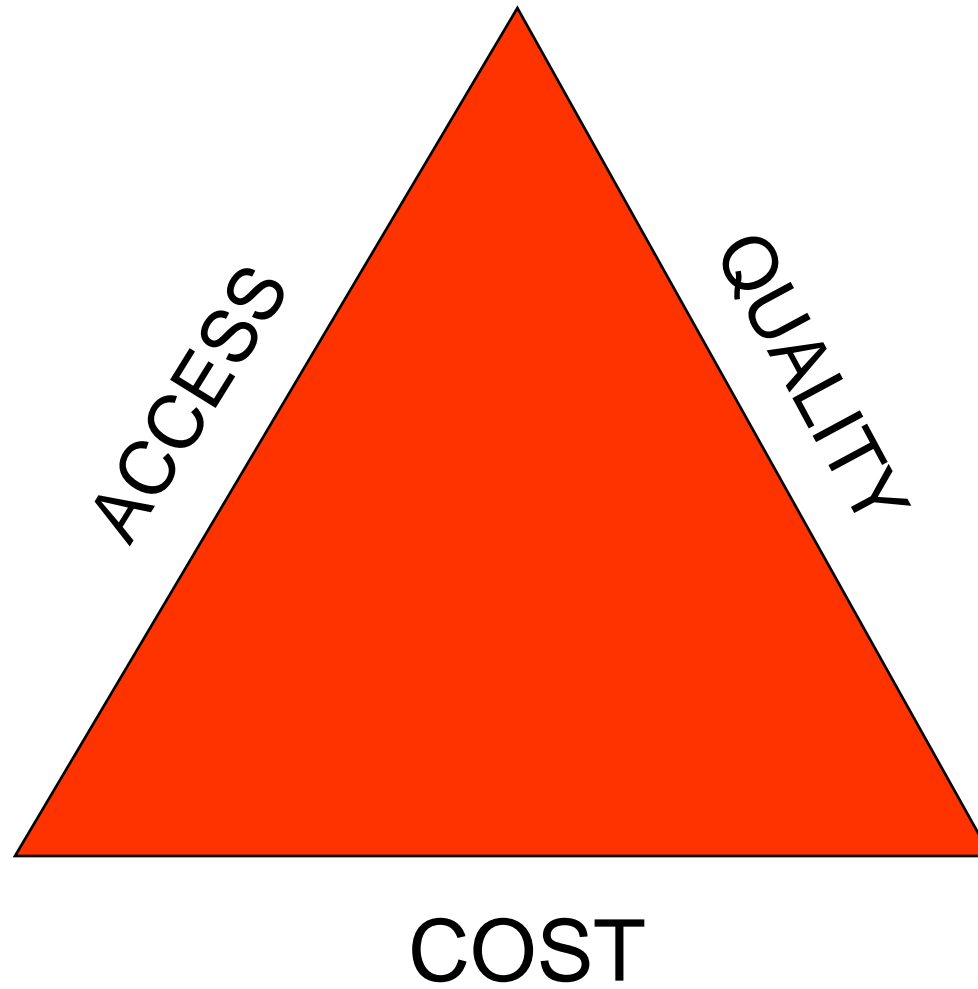
DISTANCE LEARNING



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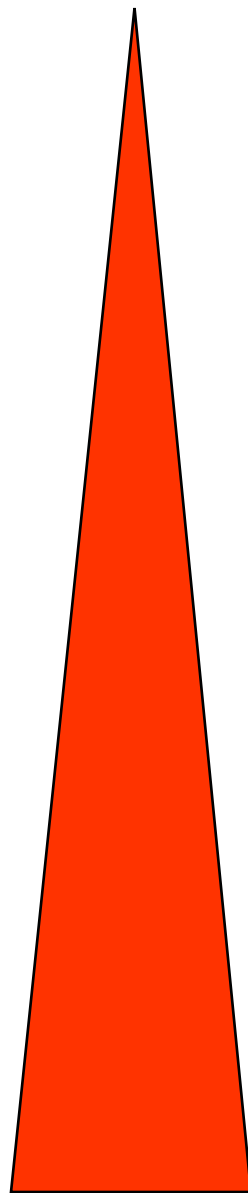


The Iron Triangle



ACCESS

QUALITY



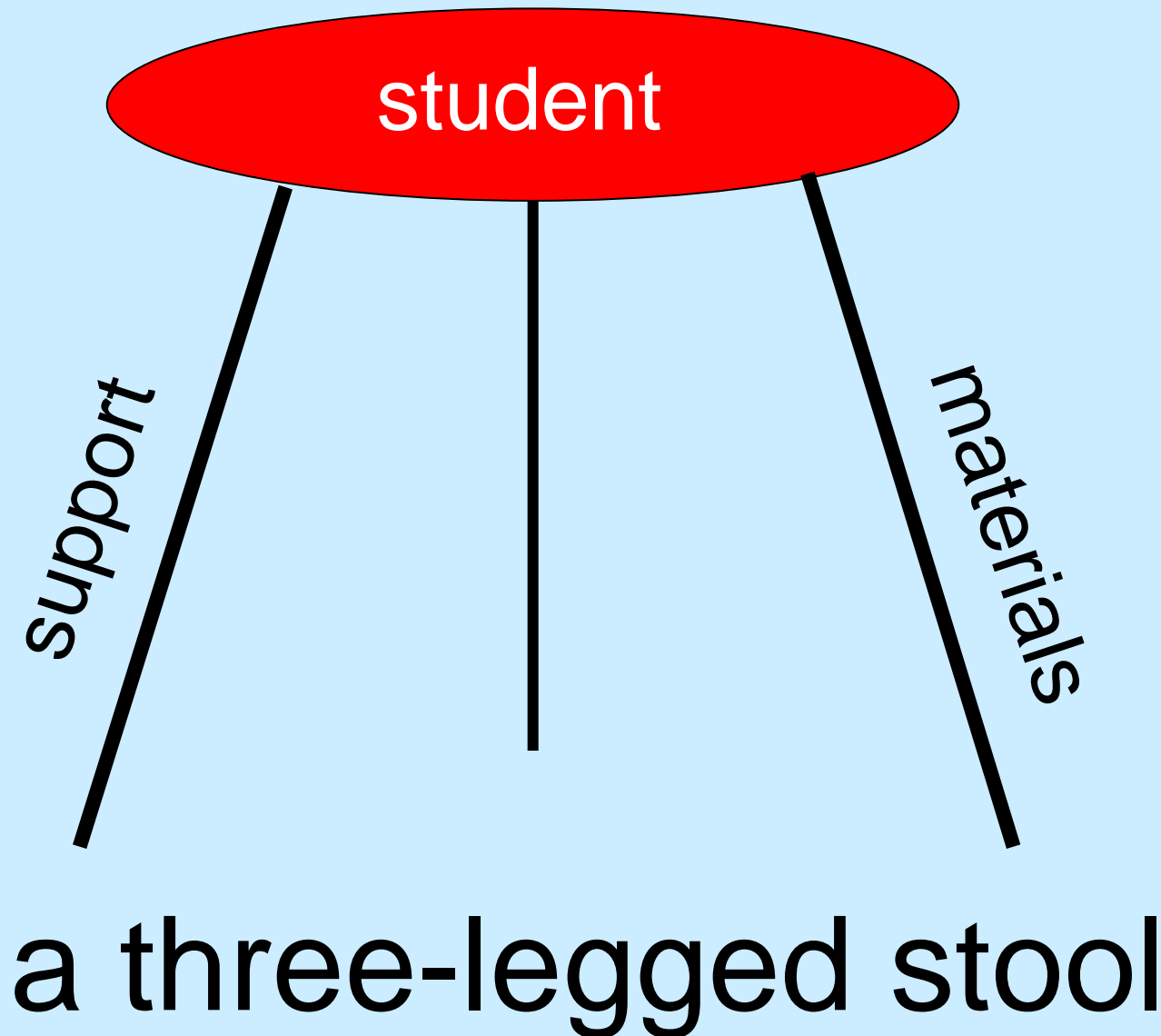
COST

LEARNING MATERIALS

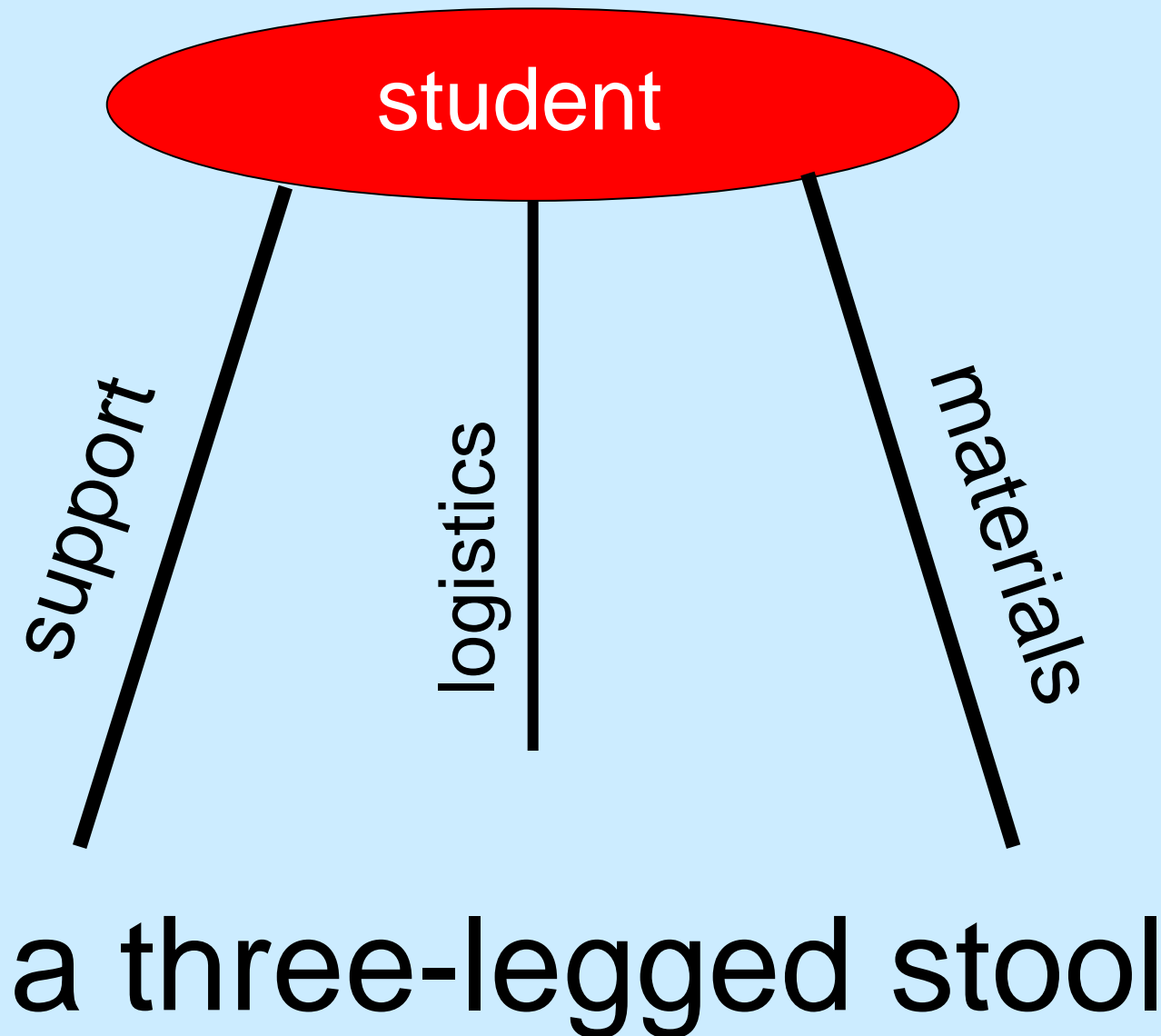
Use media that allow:

- Economies of scale
- Quality of scale

DISTANCE LEARNING



DISTANCE LEARNING





The Open University



The Open University

- 200,000 students
- Costs 60- 80% of conventional

BRITAIN'S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004
(*Sunday Times University Guide 2004*)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<u>THE OPEN UNIVERSITY</u>	87%
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

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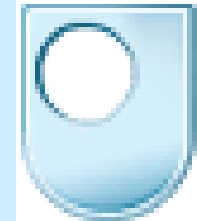
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...and top for student satisfaction

Otvoreni Univerzitet

Subotica

Open University



The Open University

The River Danube

“now is the time to think regionally and to create an entity that combines regional economies of scale whilst remaining rooted in local realities”

HUNGARY



Eurocontact Hungary (1989)

Hungarian Society for Organisation and Management Science

RUSSIA



The International Distance Learning Centre LINK (1992)
(Origins in TsAGI – Central Aerohydrodynamics Institute – 1991)

CZECH REP. & SLOVAKIA



Nadacia City University Bratislava (CUB) (1990)
and its subsidiary
The Open University v. Ceske Republice o.p.s

BULGARIA



The New Bulgarian University (NBU) (1991)

ROMANIA



**The Centre for Open Distance Education
for the Civil Society – CODECS S.A. (1993)**

RUSSIA



LINK has 11,000 OU students
(certificate, diploma, master's)
in 2006

ROMANIA



CODECS has 2,800 students in 2006

HUNGARY

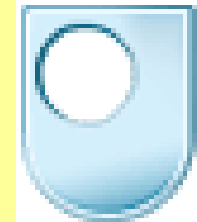


Eurocontact Hungary
has moved to a licensing arrangement
with the Open University

BULGARIA



**The New Bulgarian University (NBU)
now has a Validation Arrangement
with the Open University**



The Open University

The River Danube

OPEN EDUCATIONAL RESOURCES

*A very important new
development for all
universities*

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COMMONWEALTH of LEARNING



Thank you



6 criteria for Teaching Quality Assessment

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement